

	PRE-PROJECT DATA COLLECTION & ANALYSIS			PROJECT PHASES AND DATA COLLECTION & ANALYSIS				POST-PROJECT DATA COLLECTION & ANALYSIS		
	Pre Project Questions, Data Collection, and Data Analysis			Project Phase 1	Project Phase 2	Project Phase 3	Project Phase 4	Post Project Questions, Data Collection, and Data Analysis		
Title	LMS Observations	Pre-course Survey--LMS	Pre-course Survey--HCOA	Individual Course Reviews	Group Discussion of Findings from Individual Reviews	Presentation to K-12 Clients	Reflection on Project	Institutional Course Review Data	Post Course Review Attitudes Survey (Graduate Course Reviewers)	Post Course Review Attitudes Survey (LEA Stakeholders)
Description	Investigator observed 3+ hours each blended course being offered to gain better understanding of nature of blending and to inform course reviewers.	This survey allowed teachers to explain how they teach their blended course.	This survey allowed the teachers to explain how they teach their 100% online course.	Graduate student course reviewers independently review 1 online or blended course. They obtain the instruments (GPS & NS) from the wiki page dedicated to the course under review. They post their completed reviews in a table on the same wiki page.	Graduate student reviewers read their peers’ (between 2 and 3 others) individual reviews as completed on the GPS and NS instruments. In 4 instructor-created discussion threads, they discuss their findings in reference to the questions the instructor has posted in the thread (see below). Graduate student reviewers are urged to modify their GPS and NS instruments to reflect new understandings as a result of discussions.	Graduate student reviewers employ the Discussion Summary Page (an instructor-created wiki page) to present their course review summary to the K-12 clients (e.g., teachers and administrators). Graduate student reviewers use the presentation software <i>VoiceThread</i> to asynchronously present their summary online.	Graduate student reviewers review other groups’ final presentations ( <i>VoiceThreads</i> from Phase 3)	In the final weeks of the project, graduate student reviewers receive two surveys from the university. The <i>Student Evaluation of Instruction</i> and the <i>Distance Education Survey</i> are feedback mechanisms that allow students to anonymously speak to their learning and its delivery in a given course. Taking the surveys is optional, although in this case, the course instructor highly recommended that students give their feedback.	After the project phases have ended (and the semesters during which the project phases took place have passed), graduate student reviewers are solicited to complete a brief follow-up survey to measure their perception of the project’s impact on their practice. (RELEVANCE?)	After the project phases have ended, LEA stakeholders (K-12 teachers whose courses were being reviewed and administrators of the online and blended programs) are solicited to complete a brief follow-up survey to measure their perception of the project’s impact on their practice.
Questions	<i>What is the nature of blended learning at Luella Middle School?</i>	<i>How do teachers believe they are teaching their blended courses?</i>	<i>How do teachers believe they are teaching their online courses?</i>	<i>What content is or is not being addressed and at what level of Bloom’s Revised Taxonomy? (GPS)</i>  <i>How well is the course addressing content? Is the course designed well? What is the quality of student assessment? How are technology and 21<sup>st</sup> Century skills being addressed? (NS)</i>	<i>How well is the course addressing content? Is the course designed well? What is the quality of student assessment? How are technology and 21<sup>st</sup> Century skills being addressed? (NS)</i>  [[In terms for Graduate Student Reviewers) <u>Content</u> . Identify strengths and weaknesses of the course content. Was coverage adequate? What improvements do you recommend? List all GPSs not observed or only partially observed. <u>Instructional Design</u> . Identify strengths and weaknesses of the course design, paying particular attention to levels of interaction and whether the course engages online learners through its design. Is the design sound for online learning/learners? What improvements do you recommend? <u>Student Assessment</u> . Identify strengths and weaknesses of student assessment, paying particular attention to types of assessment and frequency of assessment. What improvements do you recommend? <u>Technology and 21<sup>st</sup> Century Skills</u> . Identify strengths and weaknesses of the course in relation to these areas. What improvements do you recommend?]	<i>How well is the course addressing content? Is the course designed well? What is the quality of student assessment? How are technology and 21<sup>st</sup> Century skills being addressed? (NS)</i>  [[In terms for Graduate Student Reviewers) <u>Content</u> . Identify strengths and weaknesses of the course content. Was coverage adequate? What improvements do you recommend? List all GPSs not observed or only partially observed. <u>Instructional Design</u> . Identify strengths and weaknesses of the course design, paying particular attention to levels of interaction and whether the course engages online learners through its design. Is the design sound for online learning/learners? What improvements do you recommend? <u>Student Assessment</u> . Identify strengths and weaknesses of student assessment, paying particular attention to types of assessment and frequency of assessment. What improvements do you recommend? <u>Technology and 21<sup>st</sup> Century Skills</u> . Identify strengths and weaknesses of the course in relation to these areas. What improvements do you recommend?]	<i>What themes do graduate students perceive to emerge from the course reviews?</i>  <i>What are ways in which the graduate students see the project being improved?</i>  [[In terms for Graduate Student Reviewers) What are some commonalities (both positive and negative) you see between the classes (think about implementation, design, interaction, teaching, communication, etc.)? Some differences? Can you see any "best practices" for online design/teaching/learning beginning to emerge? If so, what are they? Finally, as the first "pilot" group to complete this review process, we are soliciting any constructive feedback you may have about how to improve this collaborative project. Please include any suggestions that you may have.]	<i>How do graduate students perceive quality of the course in terms of instruction and design?</i>	<i>How do graduate student reviewers perceive the project’s impact on their practice?</i>  <i>(WOULD IT NOT BE BETTER TO EXPRESS THIS AS RELEVANCE TO MATCH THE GOALS EXPRESSED AT THE BEGINNING?)</i>  Ω	<i>How do LEA stakeholders perceive the impact of the project on practice?</i>
Data Collection	~3-hour Observations of 6 Luella courses being taught (“regular” and computer-mediated)	23-question open-ended survey delivered via URL and migrated into spreadsheet	23-question open-ended survey delivered via URL and migrated into spreadsheet	<b>Georgia Performance Standards Alignment Instrument (GPS).</b> A matrix of content and performance standards, including Bloom’s (Revised) level of expected performance identified. <b>National Standards of Quality for Online Courses Instrument (NS).</b> This instrument has 6 standards, which are comprised of 43 criteria, measured on a scale of 0-4. Instrument contains several open-ended questions at the end.  Instruments are posted to designated course wiki page.	Discussion thread data is collected using the project wiki. Each course under review has its own discussion board. Each discussion board, in turn, has 4 threads created for the treatment of Content, Instructional Design, Student Assessment, and Technology & 21 <sup>st</sup> Century Skills.	Graduate student reviewers posted their final VoiceThreads online to the appropriate wiki page.  <i>VoiceThread</i> data are both textual and aural. Both text and audio data are transcribed for coding.	Asynchronous discussion data were collected in a forum in <i>WebCT BlackBoard</i> . Student responses were open-ended.	Graduate student reviewers complete these 2 optional course surveys through a web link. Data are anonymous to instructors.  <b>Student Evaluation of Instruction.</b> This instrument contains 16 “instructor questions,” and 8 “course questions” which are measured on a 5-point scale (5= Strongly Agree and 1=Strongly Disagree). Additionally, there are 6 open-ended questions related to the quality of the course. (Demographic data are also collected).  <b>Distance Education Survey.</b> This instrument contains 23 closed-ended questions which are measured on various scales (e.g., some are 5-point as in the SEI, and some are 2-point). Additionally, there are 3 open-ended questions. (Demographic data are also collected).	Ω	Ω
Data Analysis	Observation Summaries Ω	Ω	Ω	compare scores of individual courses and then scores of each school? Ω	Discussion thread data are analyzed by the students participating in the discussion.	Presentation data are coded by two principal investigators and one colleague. Ω	Presentation data are coded by two principal investigators and one colleague. Ω	Ω	Ω	Ω
How Data were used	To inform course reviewers of teaching context; to inform the creation of the Pre-course Review Survey for LMS	1. Raw data provided to course reviewers to inform them of teacher practices and perceptions.  2. Analyzed data used at end of project to formulate a holistic picture of teacher practices and perceptions.	1. Raw data provided to course reviewers to inform them of teacher practices and perceptions.  2. Analyzed data used at end of project to formulate a holistic picture of teacher practices and perceptions.	1. Raw data were used to inform students of how they and their peers (also reviewing same course) evaluated the course. They used this course review data in their Phase 2 discussions. 2. Quantitative data analysis used to inform final holistic picture. Ω	Using a provided wiki page (called the Discussion Summary Page), graduate student reviewers synthesize their understandings for Phase 3 of the project, where they will be presenting their collective review to the school district stakeholders (e.g., teachers and administrators).	These data are based on other raw data that have iteratively (through the work of the graduate student reviewers) been refined into this presentation format. The final <i>VoiceThread</i> is used to report directly to K-12 teachers of the courses, and the administrators of the online and blended programs. Additionally, data from these <i>VoiceThreads</i> are used to begin creating a holistic picture of quality of online courses at the online and blended schools.	These data are used to speak to the graduate students’ perceptions of project effectiveness and relevance.	Ω	Ω	Ω